

Six Domains of Teacher Training Process Aimed at Strengthening Technology Integration in the Classroom:

Instrumental/technological, Pedagogical/curricular, Didactic/methodological, Evaluative/investigative, Communicational/relational, and Personal/attitudinal.

GENERIC COMPETENCIES:

I Instrumental/Technological Domain

- 1.1 Mastery of a variety of technology resources associated with the instructional process.
- 1.2 Managing information relevant to, and important for, the instructional process based on work with technology sources.
- 1.3 Mobilizing technical abilities for solving problems in instructional contexts.

II Pedagogical/Curricular Domain

- 2.1 Making pedagogical and curricular decisions that take into account the teaching purpose of the technology's use within diverse educational paradigms.
- 2.2 Integrating the technology's application with development of a given pedagogical and curricular proposition.
- 2.3 Systematic planning of the technology's application so that it is logically integrated into classroom activity.
- 2.4 Implementing processes for applying the technology that promote construction of knowledge by students.

III Didactic/Methodological Domain

- 3.1 Designing concrete technology applications in the classroom within the instructional process.
- 3.2 Strengthening the classroom teaching proposition through the implementation of technology tools.
- 3.3 Promoting student learning through the application of technology tools in the classroom.
- 3.4 Creating complementary methodological resources based on work with technology sources.
- 3.5 Generating a motivating and collaborative learning environment through technology integration in the classroom.

IV Evaluative/Investigative Domain

- 4.1 Implementing evaluation alternatives that are logically integrated with both the instruction plan and the technology implementation.
- 4.2 Systematically monitoring and providing feedback to student learning using evaluation strategies based on the use of technology tools.
- 4.3 Evaluating the relevance and effectiveness of the implemented technology application, making timely decisions for improving the instruction process developed.
- 4.4 Implementing self-evaluation processes reflecting one's own beliefs and pedagogical practices regarding technology integration in the classroom.

V Communicational/Relational Domain

- 5.1 Generating appropriate social environments in the classroom that promote positive disposition towards the application of the technology.
- 5.2 Using technology to communicate information and collaborate both with students and the rest of the education community.
- 5.3 Putting into practice interpersonal competencies consistent with the implemented technology.

VI Personal/Attitudinal Domain

- 6.1 Developing an open and positive attitude towards technology integration, visualizing its possible contribution to the promotion of learning.
- 6.2 Strengthen an efficacy self-perception regarding technology to support the putting into practice of an appropriate teaching role for the instructional process.
- 6.3 Generating a flexible cognitive and emotional disposition toward changes in one's perspectives on teaching and the transformation of one's pedagogical practices.